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ABSTRACT

Materials to help disadvantaged students at Bowie State College gain learning and study skills are presented. Guidelines, questionnaires and self-assessment forms, and learning activities on the following subjects are provided: time management, study methods, note-taking and test-taking strategies, and decision-making. Included is the Effective Study Test, which will be used as a pre-test and post-test assessment measure. To help students in time management, charts for scheduling activities are included, with instructions for checking and readjusting available time, along with a checklist for determining what is interfering with study time. Study techniques, including identifying questions, active reading, reciting, and reviewing, are covered. Tips for taking effective notes and three alternative forms (paragraph, sentence, or outline) are considered, along with the Cornell System of Note-Taking. Also covered are approaches to improve listening, outlining, and memorization, including the repeat method of memorization. Examples of test items are included, with instructions on objective and essay tests. The Goal Assessment Survey to evaluate decision-making skills is also provided, along with forms to help students organize educational and career plans. (SW)

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SPECIAL SERVICES PROJECT

"Retaining Students Through Graduation"

A LEARNING AND STUDY SKILLS MANUAL ON STRATEGIES FOR ACADEMIC SURVIVAL IN COLLEGE

By John Cade

Bowie State College
Bowie, Maryland 20715

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A Learning and Study Skills Manual on Strategies for Academic Survival In College

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1984

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PREFACE

The project's goals are:

1. To retain 70% of 225 SSDS project-eligible participants at Bowie State College each year.

2. To graduate 70% of 225 Special Services for Disadvantaged Students (SSDS) project eligible participants from Bowie State College within a six year period.

The project's objective which relates to Learning Skills is:

1. To provide each 225 project eligible participants with learning and study skills by June 1985 so that each participant can demonstrate a significant (p=.05%) measureable improvement on study skills in order to meet college course requirements.

In constructing the Learning Skills Manual, the writer focused on a variety of areas, with special emphasis upon those skills that students seemed to have some difficulty in acquiring. The manual is designed to help students develop a knowledge base of time management, study methods, note-taking strategies, test-taking strategies, and decision-making.

The Effective Study Test will be used as a pre-test assessment instrument, at the beginning of the manual for all the aforementioned areas, except decision-making. The same test (EST) will be used as a post-test assessment instrument. At the beginning of

chapter 5, Decision Making, a goal assessment survey will be administer and summarized.

Each chapter begins with an outline of the material covered, and a definition of the topics to be discussed.

In addition, each chapter contains activities for the purpose of applying theory to practice.

The manual is composed of selected materials from various authorities in the field of learning and study skills, capsuled with ideas, suggestions, and materials developed by the writer. This of course, allows for easy access to various strategies and techniques on learning and study skills, all combined in one manual; thus, providing the student with a systematic process to use for improving essential skills needed for academic survival in college.

The Effective Study Test

The purpose of this test is to measure your knowledge of effective study procedure. The test will be administered as a pre- and post-test. The pre-test will enable you to learn many of your study faults.

After completion of the pre-test, an analysis of your scores will be formulated and given to you, along with a plan for improving your study habits. After a series of workshops on learning and study skills, you will be given the post-test. The post-test will indicate the areas you improved in and the areas you did not improved in; thus, indicating that you may or may not need additional sessions on learning and stud; skills.

The following scale will be used in evaluating your performance on the Effective Study Test.[1]

1. The Reality Orientation Scale measures your understanding of the problems connected with good study habits.

2. The Study Organization Scale measures your knowledge about effective methods for budgeting study time and organizing a study area.

3. The Writing Behavior Scale measures your knowledge about effective methods for taking class notes and writing themes and reports.

4. The Reading Behavior Scale measures your knowledge about effective methods for reading text books and remembering the material read.

5. The Examination Behavior Scale measures your knowledge about effective methods of preparing for and taking objective and essay tests.

6. The Total Study Effective Scale combines your scores on all scales. This provides a single overall measure of your knowledge about effective study methods and the factors influencing their development.

[1] William T. Brown, The Effective Study Test: College Level. Sand Marcos, Texas: Effective Study Materials, 1964 & 1972.

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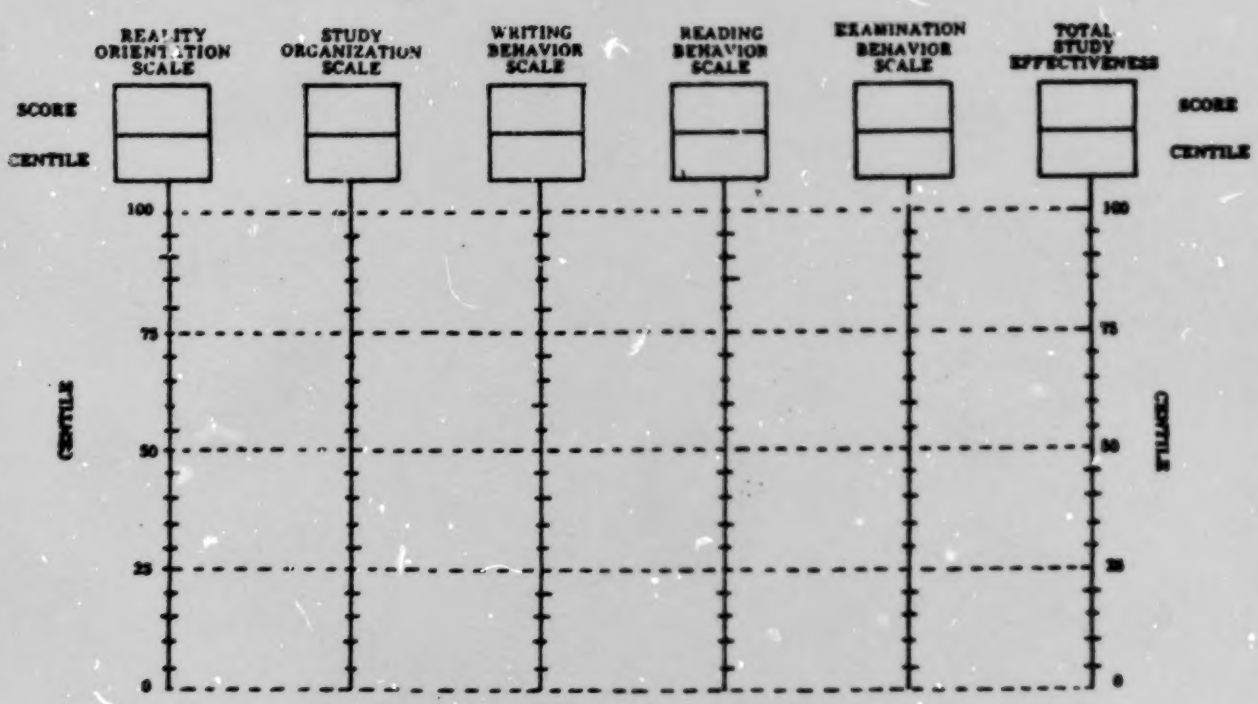
Test Analysis Form (Pre-Test)

SCORES		CENTILE
_____	ROS	_____
_____	SOS	_____
_____	WBS	_____
_____	RBS	_____
_____	EBS	_____
_____	TSE	_____



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STUDY PLAN

Direction: List the areas in which you fell below the 50th centile. A plan will be provided for each area.

1. Area: _____

   Plan: _____

   _____

   _____

2. Area: _____

   Plan: _____

   _____

   _____

3. Area: _____

   Plan: _____

   _____

   _____

4. Area: _____

   Plan: _____

   _____

   _____

5. Area: _____

   Plan: _____

   _____

   _____

x

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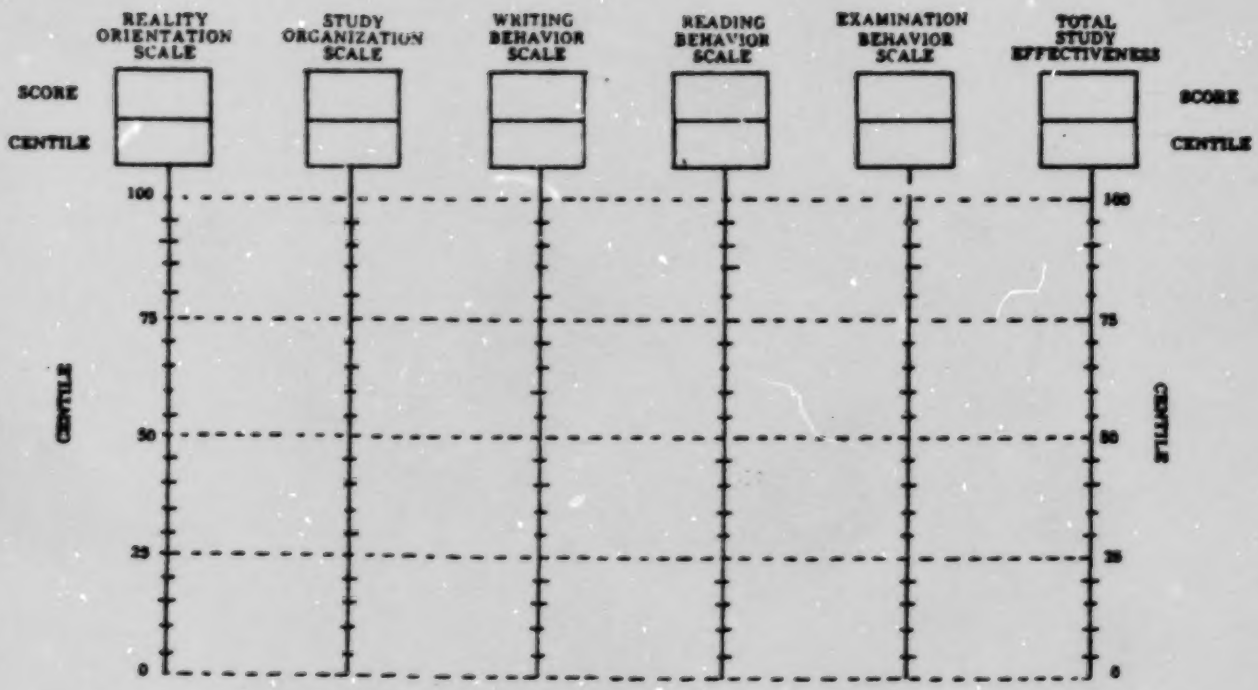
Test Analysis Form (Post-Test)

SCORES		CENTILE
_____	ROS	_____
_____	SOS	_____
_____	SWB	_____
_____	RBS	_____
_____	EBS	_____
_____	TSE	_____



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COMPARISON OF PRE-AND
POST-TESTS SCORES
ON THE EFFECTIVE
STUDY TEST

TESTS		ROS	SOS	WBS	RBS	EBS	TSES
1	Pre-Test						
	Post-Test						

Student's Name _____

COMPARISON OF PRE-AND POST-TESTS SCORES
ON THE EFFECTIVE STUDY TEST

FOR GROUP _____

	Tests	ROS	SOS	WBS	RBS	EBS	TSES
1	Pre-Test Score						
	Post-test Score						
2	Pre-test Score						
	Post-test Score						
3	Pre-test Score						
	Post-test Score						
4	Pre-test Score						
	Post-test Score						
5	Pre-test Score						
	Post-test Score						
6	Pre-test Score						
	Post-test Score						
7	Pre-test Score						
	Post-test Score						
8	Pre-test Score						
	Post-test Score						
9	Pre-test Score						
	Post-test Score						
10	Pre-test Score						
	Post-test Score						
11	Pre-test Score						
	Post-test Score						

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CHAPTER 1 - TIME MANAGEMENT

Outline

- Five steps to use in managing your time wisely
- Activity List
- Check and Balance Chart
- Analysis Sheet
- Time Utilization

Time management can be defined as an act of scheduling and managing one's time in such a way that all daily activities are met in a way that is satisfactory to him/her.

Time is one of the most important resources that you, as a college student, have at your disposal. Time is a significant factor in adequately fulfilling the total requirements of a college career. It is used in many ways - college classes, recreation, socializing, clubs and organizations, workstudy, relaxing, and above all, academics--which includes studying.

You, as a college student, must determine how much of your time "will be" or "should be" allocated to all the things that you "want to do" and "should do", keeping in mind that your major priority is an EDUCATION.

FIVE STEPS TO USE IN MANAGING YOUR TIME WISELY

The following steps will help you in allocating your time wisely. (Use a pencil for all written activities)

1. Look over the list on page 3, if the activities you are involved in are not listed, please list them.

2. Go to page 4 and fill out Master Plan No.1. This will be your draft.

3. Use your activity list to fill out your Master Plan.

4. First, fill in your class and meal times. Second, fill in other essential activities (workstudy, sports, recreation, etc.). Third, fill in your homework and studying times. Two (2) to Three (3) hours per course is recommended for studying; however, this will depend on the difficulty of the course and the learning ability of the individual. In other words, be prepared to spend more time studying.

5. Now, return to your activity list on page 3 and list the amount of time allocated for each activity.

ACTIVITY LIST

My daily activities (7am - 12am) include:

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total
1. Eating								
2. Classes								
3. Studying								
4. Sleeping (7-12)								
5. Workstudy								
6. Relaxing								
7. Recreation								
8. Sleeping (after 12)								
9. _____								
10. _____								

Total Hours/Week _____

Using the Check and Balance Chart

Use the following guidelines in checking, readjusting; and balancing your time for each activity:

Directions: Substract the total number of hours for each activity per week from 168. Use the following chart.

Example: 168-16 class hrs. = 152

CHECK AND BALANCE CHART

	Column 1	Column 2		Column 3
1.	168 minus	_____	=	_____
2.	168 "	_____	=	_____
3.	168 "	_____	=	_____
4.	168 "	_____	=	_____
5.	168 "	_____	=	_____
6.	168 "	_____	=	_____
7.	168 "	_____	=	_____
8.	168 "	_____	=	_____
9.	168 "	_____	=	_____
10.	168 "	_____	=	_____
	Total	_____		_____

I. After you have substracted the number of hours per activity (using your activity list) per week from 168, add the numbers in column 2 for your total. This total should match the total hrs. per week found on page 3 of your activity list.

II. If the last answer in column 3 under total is anything other than 0, you either allocated too much time per activity or too "little" time per activity. Readjust your activity list and master plan as needed. Here, you might be able to add more hours to your studying time.

III. Before returning to your activity list or master plan, answer the following questions by circling "yes" or "no".

ANALYSIS SHEET

1.	My total number of hrs. per week exceeds 168 (see page 3).	Yes	No
2.	My total number of class hrs. is less than my total number of studying hrs. (see page 3).	Yes	No
3.	My total number of socializing hrs. is more than my total number of studying hrs. (see page 3).	Yes	No
4.	My total number of workstudy hours is more than 20 hrs. per week (see page 3).	Yes	No
5.	My total number of relaxing; regular sleeping, and sleeping between 7-12 hrs. combined is more than 70 hrs. per week. (see page 3)	Yes	No
6.	My total number of recreational hrs. is more than my total number of studying hrs. (see page 3).	Yes	No

RESPONSES

1. If your answer to number (1) is yes, you definitely have a serious problem in managing your time. Therefore, there is no need to proceed to questions 2, 3, 4, 5, and 6, for there are only 168 hrs. in a week. SEE ME IMMEDIATELY.

2. In fact, if you answered yes to any of the questions, chances are that you need to return to step one on page 2.

3. If you circled "no" to question 1-6, then maybe there are only minus changes to be made in how you manage your time.

4. Using master plan #2, based on your activity list, check and balance chart, and analysis sheet, readjust the allocation of time for all activities. This will be your Fall 1984 Time Management Schedule. In order to gain the most out of your time, you must follow your time management schedule.

NO. 1

MASTER PLAN

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

20

MASTER PLAN

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

MASTER PLAN

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

TIME UTILIZATION

In considering a student's management of time, three concepts are of major importance. (1) You do have plenty of time for classes, study, work, and play, if you use your time properly. (2) The emphasis should not be on how much time you allocate for study but on how much you learn when you do. (3) Too much free time is bad medicine. The more time you have, the easier it is to waste it. Doing nothing soon becomes a habit you can't break, and getting back to your studying, becomes more and more difficult.

1. Your time is slipping away - control it today.
2. Start with the notebook habit.
3. Prepare a weekly study schedule.
4. Be realistic.
5. Make your study time suit the course. How much time you schedule for each course depends on four factors: (1) your ability, (2) the difficulty of your class, (3) the grade you hope to achieve, and (4) how well you use your study time. Regardless of the variables, you should spend <u>at least</u> one hour of study for each classroom hour.
6. Keep your schedule flexible.
7. Use the 15-20-30 formula. For students who work about 20 hours each week and take a full academic load, the formula means that you would be in classes approximately

15 hours, work 20 hours, and study a minimum of 30 hours each week.

8. Study first - fun later.

9. Study each class day.

10. Study Saturday - Free Sunday

11. Estimate time blocks realistically. (1) Overestimate at first. Decide how much time you think you'll need and then add more. (2) Different kinds of studying require varying amounts of time. For example, reading a textbook may take you longer than solving a set of math problems; preparing a ten-minute speech may require more time than doing library research. The time needed for such activities varies from one individual to another.

CHAPTER 2 - STUDY METHODS

Outline

- The What's - Bugging- You Inventory
- Motivation for Studying
- Study Habits
- Studying Techniques
- Finding solutions to the items circled under "A Lot" of the What's-Bugging-You Inventory

Webster define studying as "the act or process of applying the mind so as to acquire knowledge or understanding, as by reading, investigating, etc."[1] Notice the word "process", which tells us that studying is more than one activity. Regardless of the number of activities encountered in studying, organization is the most important. Here is where your Time Management Plan, developed in Chapter 1, pays off. On the other hand, there may be a number of reason, unknown to you, as to why you cannot capitalize on the amount of time put into studying. Therefore, the following inventory will assist you in identifying those things that may interfere with your studying time.

[1] Webster's New World Dictionary, Second College Edition USA: World Publishing Co. 1972. p. 1414.

THE WHAT'S-BUGGING-YOU INVENTORY

Directions: Draw a circle around where you stand on each of the items listed in the following inventory

This Bugs Me	A Lot	Some	Never
My Roomate	"	"	"
Living at Home	"	"	"
Dormitory Noise	"	"	"
Too much Partying	"	"	"
Being in Love	"	"	"
Working at Night	"	"	"
My Job	"	"	"
Fear of Failure	"	"	"
Too much Homework	"	"	"
Parent Pressure	"	"	"
My Sex Life	"	"	"
My Smoking	"	"	"
My Drinking	"	"	"
Poor Study Skills	"	"	"
My Body	"	"	"
My Girlfriend	"	"	"
My Boyfriend	"	"	"
Exams	"	"	"
Death	"	"	"
My Social Life	"	"	"

	A Lot	Some	Never
The Size of Classes	"	"	"
My Professor	"	"	"
Reading	"	"	"
Sports	"	"	"
My Car	"	"	"
Writing Letters	"	"	"
Paying Tuition	"	"	"
My Failure	"	"	"
How to Get a Job	"	"	"
My Major	"	"	"
Not Sleeping	"	"	"
Television	"	"	"
Fraternities	"	"	"
Sororities	"	"	"
Other Things	"	"	"

[1] David J. Yarington. Surviving in College. Indianapolis, In.: Bobbs-Merrill Company, Inc., 1977.

THE WHAT'S-BUGGING-YOU INVENTORY

SOLUTION SHEET

Using the inventory on pages 13/14, make a list of the items circled under "A Lot". What can you do about them?

Item: _____

Solution: _____

Item: _____

Solution: _____

Item: _____

Solution: _____

Item: _____

Solution: _____

Item: _____

Solution: _____

Item: _____

Solution: _____

Item: _____

Solution: _____

Item: _____

Solution: _____

Item: _____

Solution: _____

Item: _____

Solution: _____

Motivation for Studying

In order to accomplish any task, one must be motivated in some way or the other, and, of course, studying is no exception. Often times, students failed to study well because of the lack of motivation. It takes effort to study, so it is essential that you put forth that effort. For many of you, this is your first time away from home; therefore, there are no parents to bug you about doing your homework. Consequently, you have to become your own parent; keeping in mind that there are other activities that compete with your studying activities such as those listed on the inventory at the beginning of this chapter. When these and other activities interfere with your studying time, ask yourself the following questions. These questions can serve as ways of motivating you to study.

1. Why did I come to College?
2. What are my priorities and how important are they?
3. What are my major priorities?
4. What do I want out of College?
5. What do I plan to do after College?

6. What problems do I have that are preventing me from studying?

Write your answers for all questions in the following space.

For a better understanding of what you have written, you may want to ask questions that will help you in clarifying your motivations.

STUDY HABITS

Good study habits make the difference between a good student and an exceptional one. The key word is consistency. Daily schedulized study is far better for understanding and long range retention than "cram" sessions.

Students should begin by planning study sessions into their daily class schedules. Prior to each class session, the student should read the topic to be covered by the instructor. The student should rewrite in outline form and from each class as soon after class as possible. This is a definite memory aid.

Some of the general aids to study include a positive study environment, good concentration and a sustained learning effort.

I. Study Environment

A. Have a definite place for study. The Library is an excellent choice. Ideally, the student would be most comfortable in a straight back chair at a desk or table.

B. Keep your study area well-lighted and well-ventilated. Too much heat is a definite deterrent to "alertness."

C. Be comfortable, but avoid being too comfortable.

II. Concentration

A. Avoid day-dreaming; work intensely and on one job at a time.

B. Interest is the greatest aid to concentration.

C. Find relations between new materials and old interests.

D. Remembering should be based on understanding.

E. SEE, HEAR, TALK, THINK and ACT the new concept which you are trying to remember.

III. Sustained Effort

A. Don't drift; have a goal:

B. Develop a drive to succeed.

C. Review the material frequently; repetition strengthens associations.

D. "Spaced practice" is an effective aid to memory.

E. Give more time than your schedule indicates.

STUDY TECHNIQUES

Number I - RSVP

Number II - OK4R

Number III - SQ3R

Number I --- RSVP

1. REVIEW what led up to your present assignment, then --

2. STUDY it by carefully reading it (or listening to it); then --

3. VERBALIZE it, i.e., write or say it in your own words; then --

4. PREVIEW what is coming next.

Staton, Thomas, RSVP: A Dynamic Approach to Study, Scott, Foresman, 1966, p.13.

Number II - OK4R

1. OVERVIEW

Take about five minutes to read introductory and summary paragraphs of the assignment. Then read center and side headings, or topic sentences if there are not headings, to determine general content and sequence of topics. Locate the main divisions.

2. KEY IDEAS

Distinguish key ideas from secondary ideas and supporting materials. Convert headings or topic sentences into questions -- a sure way to become involved in the author's ideas.

3. READ

Read the sections or paragraphs consecutively to answer the questions you have formulated and to see how supporting materials reinforce key points. Pay close attention to transitional words and phrases. Keep asking yourself, What is the evidence? Does it prove the point? Is there enough support? Do I believe this? Why or why not?

4. RECALL

After reading, test your memory and understanding. Without looking at the book, try to say or write the main points and supporting materials in your own words. If you cannot do this immediately after reading, you cannot hope to tomorrow in class or next week in an examination.

5. REFLECT

Step 4, Recall, will help fix the material in your mind. To make it really yours, go further: think about it. Relating new ideas and facts to others you already know gives added meaning to new and old knowledge and establishes both more firmly in your mind. THIS IS THE ESSENCE OF CREATIVE THINKING: THE DISCOVERY OF NEW RELATIONSHIPS AND NEW SIGNIFICANT.

6. REVIEW

To keep material fresh in your mind, review it periodically, reread your notes and say over the sequence of main ideas and supporting materials until you have them once more firmly in mind. Mastery is a never ending process.

*Pauk, Walter, HOW TO STUDY IN COLLEGE, Houghton Mifflin, 1962, p.42.

Number III - SQ3R

The SQ3R method is a means of study which outlines in concrete form some of the techniques you have already been using in your study habits, but it adds some techniques which you may not know. The Survey Q Three R method gives you a definite outline of a study procedure that has proven useful to those who practice it. Survey Q Three R has been developed and experimentally shown to be successful at one of the major universities.

Why is it especially useful? Because it guides you into discovering the important facts and ideas that are contained in an assignment, and then it helps you by showing how you can best master and retain that knowledge, so that you are prepared for an examination.

Survey: Take a minute or two (only) to survey the whole assignment, to find out what it is about as a whole. Look for summaries.

Question: Ask yourself questions based on the text, using boldface headings, such as, in Geology, "Types of Rocks," and turning them into active, questioning sentences, such as, "What are the types of rocks?"

Read: By now you are reading, not passively, but actively, with certain definite questions in mind, and attempting to answer these questions and to organize the material. Read only to the end of each headed section.

Recite: Look away from the assignment and from any notes you have taken, and ask yourself the questions you have already made up. If you can answer them without looking at the book, you know the material at the present time. If you cannot answer them without going back to the material, you should go back and then try again.

Review: Review each headed section (briefly) as you complete it, and also review later on to keep from forgetting the material. Your understanding of it will be increased, too, each time you review. Go back over the material several times, if possible.

Additional sources of questions: 1 - charts and graphs. These are important summaries of material, and you should turn their headings into questions, if

possible, or ask yourself questions about them. 2 - italicized phrases. These the author considers important, and you should too. Ask yourself questions about them.

Now repeat steps Question, Read, Recite, and Review on each succeeding headed section. That is, turn the next heading into a question, read to answer that question, and recite the answer, followed by a brief review. Read in this way until the entire lesson is completed. Question yourself from the chapter summary also.

Is the Survey Q Three R method an easy way to study? No, it is not. It is an easy technique to understand and to memorize, but it will call for deliberate effort on your part to practice these techniques regularly. It will not be easy to learn to apply it because your old more passive habits of reading will interfere with the active effort to study at first. But you can learn to apply the Survey Q Three R method successfully, and you will find it rewarding.

Tips On Studying

Here are ten tips to help you get into the study-habit routine:

1. Study where the action isn't.
2. Reward yourself.
3. Shift your mind quickly into a study gear.
4. Once your mind is in gear, keep it there.
5. Use the rule of three treatment in reading a chapter.

   (1) Take a few minutes to look over the titles and subtitles to get a general idea of what it is about. Scan. What do you think the author is trying to say?

   (2) Go back over it paragraph by paragraph, giving it the colored-pencil or pen treatment. Underline or highlight the important titles and sentences - the messages that hit you as important, significant, or worth remembering. (If the book does not belong to you, follow the same procedure except that you will write all the important information in your notebook.)

   (3) Sit back and rethink the chapter for a few minutes. Take it apart in your mind. Try to comprehend the overall message. Then in your notebook write out the important ideas as you now see them.

6. Read it - talk it - review it.

   (1) Read it, talking to yourself as you go.

   (2) After you have finished, tell yourself what it said that you should remember.

   (3) If you can't remember very much, tackle the section again before going on. Repetition is an excellent learning device.

7. Sort out key facts and figures for special attention.
8. Use problem-solving techniques.

(1) Get all the facts before you start. Study the problem from all angles.

(2) Decide which approach or formula you will use. Compare alternatives.

(3) Work it out carefully. Go slowly to eliminate simple errors that will cause wrong answers even if your approach is right. Be neat, orderly, and clear.

(4) Check your answer. Prove it if possible.

9. Know your study limitations.
10. Read a good how-to-study book or take a study skills course.

Seven Hints on "How To Study"

1. Build your schedule around your fixed time commitments. Some activities have fixed time requirements and others are flexible. The most common which you must consider are:

Fixed: eating, organizations, classes, church, employment

Flexible: sleeping, study, recreation, personal grooming

2. Plan sufficient study time to do justice to each subject. Most classes are planned to require about two hours of outside work per week. By multiplying your credit load by two you can get a good idea of the time you should provide for studying. Of course, if you are a slow reader, or have other study deficiencies you may need to plan more time in order to meet the competition from your classmates.

3. Study at a regular time and in a regular place. Establishing habits of regularity in studying is extremely important. Knowing what you are going to study, and when, saves a lot of time in making decisions, finding necessary study materials, etc. Avoid generalizations in your schedule such as "study". Commit yourself more definitely to "study history" or "study chemistry" at certain times.

4. Study as soon after class as possible. Check over lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate. Remember, one hour of study immediately after class is probably better than two hours of study a few days later.

5. Utilize odd hours for studying. Those scattered one or two hour free periods are easily wasted. Using them for studying will result in free time for recreational activities later on.

6. Study no more than two hours on any one course at one time. After studying for two hours you begin to tire and your ability to concentrate decreases rapidly. To keep up your efficiency, take a break and then switch to studying another subject.

7. Borrow time --- don't steal it. Whenever an unexpected activity arises that takes up time you had planned to use studying, decide immediately where you can trade for "free" time to make up the missed study time and adjust your schedule for that week.

CHAPTER 3 - NOTE TAKING TECHNIQUES

Outline

- How To Take Effective Notes
- Memory
- Outlining

Listed below are four important factors as to why you should take notes.

1. Exams usually follow class lectures much later.
2. The Instructor may mention points in the lecture you can't get anywhere else.
3. The lecture is where you learn what the instructor thinks is important and he makes the test.
4. In reviewing your notes you will easily see the organization and important ideas of the lectures.

Keeping these factors in mind, you can readily tell that note-taking is a necessity, because you cannot remember everything that was said from a class lecture or from reading a textbook. Consequently, notes are used to furnish you will clues which will help you recall relevant ideas, facts, dates, etc., when you review or study for exams.

The following reasons are often given, by students, for not taking notes. How many of these reasons have you used? Can you think of other reasons?, if so, list them. Select your reasons and place an X by each.

1. I can't keep up with the instructor; he talks too fast. _____

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2. I can't take notes from assigned textbook reading. _____

3. I do not underline or make notes in my textbooks. _____

4. I can not understand my hand writing. _____

5. My notes are not organized. _____

6. I can not take notes in my own words. _____

7. I take notes verbatim (word for word). _____

8. I feel that taking-notes is a waste of time. _____

9. I can not develop a system for taking notes. _____

10. I can not keep up with my notes.

11. I can't understand what my instructor is saying _____

12. _____ _____

_____

13. _____ _____

_____

14. _____ _____

_____

15. _____ _____

_____

The aforementioned reasons will help you in clarifying where you stand, when it comes to taking notes. Students who survive in college develop a system of note-taking that works

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for them; therefore, you, a college student, can combat many of your note-taking problems by following through with the material outlined in this chapter. In doing so, the "I can't" syndrome should be replaced with the "I can", "I will try", "I will" syndromes.

How To Take Effective Notes

Use a single, large, loose-leaf notebook. This kind of notebook permits you to add or discard sheets of paper as needed. By using tabular dividers, you have a section for each course you are taking. Make this notebook your constant companion during class and study hours. Always begin your notes for each lecture or each chapter on a separate page, assigning the page a title and a date.

I. Three Reasons for Taking Effective Notes.

A. To aid in studying for examinations.

B. To aid in understanding the professor. (Supplements and clarifies the text and the instructor's emphasis and evaluation of important points.)

C. To aid in making a good classroom impression. (Questioning frequently follows lecturing.)

II. Three Forms for Taking Effective Notes

A. Paragraph Form (poorest but easiest!)

1. Little organization - new paragraph when subject changes.
2. Likely to copy instructor's statements word-for-word.
3. Boring to study - hard to read solid block of material.

B. Sentence Form

1. A series of numbered statements.
2. Best for following unorganized lecturer.
3. Difficult to study - major and minor topics undifferentiated.

C. Standard Outline Form (Best but hardest!)

1. Use Roman numerals, capital letters, Arabic figures and small letters.
2. Uses indentations.
3. Requires thinking and organization to the highest degree.
4. Almost impossible to copy instructor's lecture word-for-word.
5. Easiest to study - content is logically organized.

III. Three Rules for Reviewing Notes

A. Rule #1: Review Notes Immediately After Class!

B. Rule #2: Cross-reference Class Notes and Reading Assignments.

1. To reinforce learning.
2. To identify material not understood.

C. Rule #3: Recite Major Points Covered in Class

1. To retard forgetting.
2. To check understanding.

IV. Hints on Taking Effective Notes

A. Study the assignment before the lecture.

B. Be prepared to take notes as soon as the instructor begins the lecture.

C. Listen carefully to what is said.

D. Put down notes in outline form. Use capitals and small letters, numbers, and indentations to show subdivisions.

E. Listen for clues (voice inflection, topic sentences, titles, key words, summaries, conclusions) and write them down in brief summary statements.

F. Put what is said in your own words.

G. Skip unnecessary words. Use short cuts.

H. Leave plenty of empty space on the page.

I. Review lecture notes right after a class and fill in gaps. Ask other students or the instructor about anything that you did not get down clearly.

J. Keep your notes from one class together, and number the pages to keep them in order. Have a system that allows you to find all your material quickly and to review it. Many students have found it helpful to write the course number or title and the date on the first page of notes taken for each class, and to number each page of notes taken that day. They then review their notes after the class.

*Brice Shertzer. Career Planning: Freedom to Choose Boston, Mass: Houghton Mifflin Company, 1981.

V. Rules for Improving the Listening Process

A. Rule #1: Be Prepared!

1. Read textbook assignments beforehand.
2. Review previous lecture notes beforehand.

B. Rule #2: Learn your Professor!

1. His/her organization of lectures.
2. His/her cues to major points.

C. Rule #3: Listen - Think - Write!

1. Be attentive to what is said.
2. Critically evaluate what is said.
3. Restate what is said. (Be selective and use your own words.)

D. Rule #4: Use Proven Procedures!

1. Standard-size (8½ x 11) looseleaf notebook
2. Separate notes from different courses.
3. Date notes and number pages.
4. Use standard abbreviations only.
5. Write legibly and on only one side.
6. Use underlining and other emphasis-marks.

VI. How to Listen

1. Maintain a physical position conducive to study
2. Be mentally alert - concentrate on speaker.
3. Keep a good mental attitude -- think positive -- the lecturer has organized the material; he's found the significant points and saved you time; the more you get from class -- the less work you have outside.
4. Don't be distracted by his mannerisms, his method of delivery, or his voice quality.
5. Listen with your mind, not your emotions -- Don't get riled up over something while taking notes -- you'll miss.
6. Raise questions when appropriate -- if no other time, right before the lecture at the beginning of the next class.

IMPROVING NOTE-TAKING SKILLS - The Cornell System (modified)

A. What are the twelve general rules in note-taking?

I. General Rules

1. Take only worthwhile information.
2. Use your own words or the words of your instructor-which ever is fastest.
3. Write in phrases - not sentences - and keep them short and understandable.
4. Listen for key words that will lead to key details, e.g. "Three factors to consider are ..."
5. Do not write down examples unless they are needed to clarify a point in your mind.
6. Use as many abbreviations as possible without loosing meaning.
7. Leave blank spaces. If you miss something, fill them in later.
8. Write all dates. Reproduce all charts and graphs used in lecture.
9. Place all personal commentary on information given in lecture in brackets, e.g. must check this.
10. DON'T DOODLE !!!
11. Ask questions - if allowed!
12. Review most recent notes before each lecture.

B. What are the steps in using the Cornell System of note taking?

II. The Cornell System of Note-Taking

1. Write dates and topics of lectures at the top of the page.
2. Draw a vertical line approximately 1/4 of the way from the left edge of the page.
3. Record all lecture notes to the right of the vertical line.
4. To the left of the line construct questions based on information directly to the right of the line (see illustration).
5. After studying notes to the right of the line, fold back page so that only the questions show, then try to answer the questions without looking back at the notes.
6. Work back and forth trying to answer all questions until you are sure all the material is known.

Memory

The following techniques will assist you in improving your memory skills.

I. WHAT AFFECTS YOUR MEMORY

A. Repetition

The more you speak, hear, read, and/or write something, the more likely you are to remember it.

B. Intensity

The more intense the experience under which you heard, spoke, read, and/or used something, the more likely you are to remember it. The more senses (sight, hearing, touch, taste, smell, and feelings) involved with a learning experience, the more engrained in your memory it will be. To remember something well, you should relate to it personally, make it relevant to your life and your world.

C. Mnemonic devices

A mnemonic device is anything you use to improve your memory. Examples of mnemonic devices are:

Learning to spell "geography" by saying "George" eats old gray rats and paints houses yellow."

Word association - taking the first word in a list and substituting a personal word which begins with the same first letter.

II. LEVELS OF MEMORY

A. Visual imagery level, or sensory input store

At this level, your retina focuses on something about 1/4 - 1/2 of a second with no conscious thought.

Your eye will hold something 3/4 - 1 second and

then it must "fixate" again.

When you read too slowly you will lose the visual imagery because you are thinking too long.

B. Short-term memory

You use this level extensively in reading. Most people can handle only 4-8 bits of unrelated items, figures, letters, words, etc. We must "chunk" (put things together) in order to remember them.

Your short-term memory doesn't stay too long. Usually it will last from a few minutes to about 10 minutes. It takes sometimes about 5 - 6 seconds to go into your long term memory.

C. Long-term memory

Something foreign to you must take 5 - 6 seconds to get into your long-term memory. We usually put ideas and concepts into our long-term memories, forgetting minute details, (they only get to the first two levels). There is no limit to our long-term memory.

Things that we read and can immediately relate to will stay in our long-term memory. This is why it is so important to try to relate to what we read and hear in school.

MEMORIZATION

INTRODUCTION:

There are a large number of techniques that can be used to aid in memorizing. A few specific principles will greatly increase utilizing memorization in a time efficient manner.

USE OF UNIQUE ARRANGEMENTS:

Any unique arrangement of the details to be learned aids in recall. Examples are charts, diagrams, outlined notes, cartoons. Knowing the number of things to be remembered also aids recall.

"THE UNITS OF 4 OR LESS" RULE:

Whenever you have a list of more than four items, something is wrong or incomplete with the organization of the material, and the mind will not automatically remember it. In other words according to this theory, the mind can handle groups of four or less.

SEVERAL LETTER SKETCH TECHNIQUE:

As already stated in other words, if a student can write down the information in a visual form such as a diagram, it is easier to remember and recall. Therefore, just the act of sketching diagrams, cartoons, charts, etc., is invaluable.

The following is a list of steps to be followed in utilizing the "Several Letter Sketch Technique":

A. Step 1

1. Put an abbreviated title at the top of the page.
2. Count the number of items in the diagram, etc., to be recalled.
   a. If there are more than four items, apply the "Unit of 4 or less" rule.
3. Put that number on top of the page.

B. Step 2

1. Look at the diagram, etc., just long enough to perceive all the details.
2. Turn away from the diagram.
3. Make a fast, rough sketch.
   a. Use only a couple of letters for labeling the various parts.

4. Throw away the sketch or fold over.
5. Look at the diagram again.
   a. If necessary, check it against an atlas, list, etc.
6. Mentally note what you omitted or sketched incorrectly.

C. Step 3

1. Repeat Steps A and B
   a. Until you have a sketch that you feel is reasonably correct.

D. Step 4

1. Check your sketch with the diagram.
2. Make any necessary corrections in colored pencil.
3. Keep this sketch.

E. Step 5

1. Wait at least 2 full hours.
2. Then reproduce the sketch from memory using the full names of the various parts.
3. Check the sketch from Step 4.
4. Make the necessary corrections.

*When preparing for exams

1. Reproduce the sketch from memory.
2. Compare with the sketch from Step 4 or 5.
3. Repeat Steps 1, 2 and 3 until you are satisfied with your level of competence.

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The Repeat Method for Memorizing Material

In order tc retain material longer, it is important to review it as often as possible. Nightly review of the same material is essential. A diagram of the Repeat Method for Memorizing material is outlined on page 40 . By following this method, you will be able to recall information faster and quicker. The blank diagram is to be used by you. Fill in the spaces according to your class schedule, three day schedule (MWF) or a five day schedule (M-F).

THE REPEAT METHOD FOR MEMORIZING MATERIAL

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
-Take Notes in Class -Assignment	-Take Notes -Assignment	-Take Notes -Assignment	-Take Notes -Assignment	-Take Notes -Assignment -Quiz	-Study Notes for the Week	
NIGHT	NIGHT	NIGHT	NIGHT	NIGHT	NIGHT	NIGHT
-Study Notes -Do Assignment	-Study Mon. Notes & Am. -Study Tues. N & Do Ass.	Study Mon. Tues & Wed N -Do Assignment	Study M, T, W, & T Notes -Do Assignment	FUN TIME!!!!	-Study Notes for the Week (Early Evening) -FUN TIME (Beginning at 8)	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
-Take Notes -Assignment		-Take Notes -Assignment		_QUIZ		
NIGHT -Study Mon. Notes -Do Assignment	Study Mon. Notes and Assignm.	-Study Mon. Notes and Assignment -Study Wed. Notes and -Do Assignm.	-Study Mon. Notes and Assignment -Study Wed. Notes and Assignment	-PREPARED FOR SURPRISE QUIZ	-STUDY NOTES FOR THE WEEK FUN TIME!!!!!!!!!	
COMMENTS AND SPECIAL NOTES						

BENEFITS OF FOLLOWING THE REPEAT METHOD

1. YOU WILL BE PREPARED FOR WEEKLY QUIZZES.

2. YOU WILL BE PREPARED FOR MID-TERM AND FINAL EXAMS.

3. ALLOWS YOU TO ASK QUESTIONS THE FOLLOWING CLASS PERIOD ABOUT INFORMATION THAT WAS NOT CLEAR IN YOUR NOTES AND ABOUT ASSIGNMENTS YOU DON'T UNDERSTAND.

4. MAKES YOU AWARE OF THE ASSISTANCE YOU MAY NEED FROM THE TUTORS IN COURSES THAT YOU ARE WEAK IN.

THE REPEAT METHOD FOR MEMORIZING MATERIAL

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Outlining

Outlining is an excellent method to use in taking notes from class lectures and textbooks. It is a good method to use in organizing your notes for easy recall of topics covered in and out of class. Described below are different ways of outlining.

A. Discover the structure of the author's outline (his/her underlying method of organization). This should have become apparent while surveying and underlining.

B. Make sentences of the author's captions. These sentences should contain the author's major ideas. Then indent and make use of the author's subtitles. Next indicate his main ideas under each subtitle. The indentations should be in successive half inches according to order of importance -- the most important being closest to the left margin.

C. A different method of taking textbook notes is to use a consistent system of lettering and numbering topics in order of their importance. You may use Roman numerals (1,2,3) for the third order and lower case letters (a,b,c) for the fourth order. If you need additional orders, you can use parentheses around Arabic numerals--such as (1)--for the next order, and parentheses around lower case letters--such as (a) -- for an even lower order.

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Three-Level Outlining

Very succinctly, the five rules for Three-Level Outlining are:

RULE 1. Always go to three levels.

(a) The first level, and the highest level, is the chapter title

(b) The second level is comprised of from two to five section headings.

(c) The third level includes the sub-headings which may appear under the various sections. If there are no sub-headings, read the section and compose them.

RULE 2. Have from two to five section headings, (If there should be more than five, consolidation would be necessary.)

RULE 3. Have from two to five sub-headings per section. (Reading the headings and sections thoughtfully, summarize the sections carefully in order to consolidate and eliminate unnecessary items.

RULE 4. Copy every word of the headings.

RULE 5. Stay on one side of one sheet of paper.

The approach with a chapter having a large number of top-level section headings:

STEP 1. Count the headings and copy them down.

STEP 2. Group the headings as necessary.

STEP 3. Subdivide the headings as necessary.

STEP 4. Add up the new headings and copy them down.

STEP 5. Reproduce the outline from memory

Harry W. Johnson, "Another Study Method." Journal of Developmental Reading, VII (Summer, 1964), 269-282.

Evaluation

How many of the questions listed at the beginning of the chapter have you improved on? Write the number of each question in column 1, (Improved) and your response to each question in column 2 (How So?). How many of the questions listed at the beginning of the chapter are you still having problems with? Write the number of each question in column 1 (Not Improved) and your response to each question in column 2 (why?).

Column 1 Improved	Column 2 How So?

Not Improved	Why?

CHAPTER 4 - TEST TAKING TECHNIQUES

Outline

- How to Prepare for Tests
- Management Techniques
- Guessing Strategies
- Can you Follow Directions?
- Test Taking Techniques
- Taking Objective Test
- Taking Essay Test

Most students would like to pass tests without studying, but few can. The best suggestion for taking tests is obvious: be prepared. Tests are generally classified as either objective tests or essay tests. Some tests are a combination of both. Nevertheless, you can not pass a test - if you don't know the subject matter. But it is possible to improve your test performance through knowledge of test taking techniques, thus ensuring that your knowledge of the subject is used to its best advantage.[1]

Tests are here to stay! No matter how many tests you take, you aren't likely to enjoy them. There are ways, however, that you can improve your chances of passing the many

[1] Edward Spargo. Freshman Reading and Study Skills: Providence, Rhodes Island. Jamestown Publishers, Inc. 1971.

tests you have yet to take.

Two conditions are assumed.

1. It is assumed that the scorer will be able to read your handwriting or find the mark you made.

2. It is assumed that you know your subject.[1]

[1] Bruce Shertzer. Freedom To Choose: Boston, Mass. Houghton Mifflin Company, 1981.

How To Prepare For Tests

The following will assist you in preparing for tests.

I. Emotional and physical preparation.

A. Appreciate the usefulness of tests-
   1. A learning tool for the student.
   2. A measurement of knowledge.

B. Relax

C. Aggressively manipulate the test to your benefit.

D. Concentrate.

E. Get a good night's sleep.

II. Intellectual preparation

A. Learn to study effectively.

B. Study regularly.

C. Study your past quizzes and tests.

D. Study examinations given in previous years.

E. Become familiar with the test's purpose and format in advance.

III. Wise time Usage

A. Know how long you have to complete the test.

B. Look over the entire test before you start to answer any questions.

C. Set up a schedule for progress through teacher-made tests.

D. Begin to work as rapidly as possible with reasonable assurance of accuracy.

E. Omit (if penalized) or guess at items which stump you.

F. Work fast on those itms which will yield the most points in a given amount of time.

G. Use the time remaining after completion of the test to reconsider and improve your answers.

IV. Reading directions and questions carefully.

A. Become familiar with test directions ahead of time.

B. Pay particular attention to those parts of the directions which most influence how you will take a test.

C. Take the practice questions seriously.

D. Keep the directions in mind when answering the test items.

E. Ask the examiner for clarification when necessary.

F. Be alert to read the questions as they are, not as you would like for them to be.

G. Pay attention to the key terms in the questions.

H. Use any remaining time after you complete the test to check your interpretation or directions and questions.

V. Using good reasoning techniques.

A. Make a sincere attempt at every question.

B. Think through the questions

C. Be aggressive in your attempt to answer questions.

D. Translate material in a question to a different form.

E. Evaluate your answer.

F. If stuck, go on to another question.

How to Take Tests by Jason Millman and Walter Pauk, McGraw-Hill Book Co., New York, 1969

Management Techniques

Time on tests varies according to the type of test that is given. Do not be tempted to finish early. Give yourself every advantage by using all the time allotted to you. Consider the following:

A. Scholastic Aptitude Test (SAT) - So much time is allowed on each part;

2 verbal sections for a total of 85 questions

2 math sections for a total of 60 questions

1 Test of Standard Written English (TSWE) for a total of 50 questions.

You have five (5) sections, 30 minutes for each section, and a total of approximately 195 questions to answer in approximately 3 hours. Therefore, you have to work fast.

Example:

Directions - Select antonyms for the following words. (Antonyms are words that are opposite in meaning.)

Example: Good: (A) Sour <u>(B)</u> Bad (C) red

(D) Hot (E) Ugly

Don't waste time on questions that you don't know, go on to the next question, and if time allows, come back to the questions you had trouble with.

Don't guess unless you can use the process of elimination, for wrong answers count against you. 1 pt. is given for correct answers and a fraction of a point is taken away for wrong answers. Therefore, it doesn't make sense to waste time on a question that you do not know!

B. NELSON DENNY - There are two parts:

Part I - Vocabulary - Time - 10 minutes.

- Many of the words are not common everyday words; therefore, you either know them or you don't.
- Not like the SAT - you can guess because wrong answers do not count against you.
- But still try to use the process of elimination.
- Try to guess the meaning of the word by the way it's used in the sentence.

Part II - Comprehension and Reading Rate - 20 minutes.

- There are eight passages to read; they are long don't waste 5 to 10 minutes reading one passage.
- Spend 1 to 2 minutes on each passage, some passages may take longer.

DIRECTIONS: The passage below is followed by questions based on its content. Answer all questions following the passage on the basis of what is stated or implied in that passage.

That Plato's Republic should have been admired, on its political side by decent people, is perhaps the most

astonishing example of literary snobbery in all history.

Let us consider a few points in this totalitarian tract. The main purpose of education is to produce courage in battle. To this end, there is to be a rigid censorship of the stories told by mothers and nurses to young children; there is to be no reading of Homer because that degraded versifier makes heroes lament and gods laugh; the drama is to be forbidden because it contains villians and women; music is to be only of certain kinds, which, in modern terms, would be military bands playing "My Country Tis of Thee" and "Stars and Stripes Forever."

A MAIN IDEA QUESTION THAT MIGHT BE ASKED IS:

1. The main point of the passage is to

   (A) cast contempt on the kind of music advocated in Plato's Republic.
   (B) describe the content of Plato's Republic.
   (C) discuss the positive and negative aspects of Plato's Republic.
   (D) Show how Plato's Republic influenced the lives of people at the time.
   (E) criticize the political philosophy contained in Plato's Republic.

Educational Testing Services. Taking the SAT. Princeton, N.J: ETS ,1981

ANOTHER MAIN IDEA QUESTION THAT MIGHT BE ASKED IS:

2. Which of the following would be the most appropriate title for the passage?

(A) The Perfection of Plato's Republic.
(B) Why Plato's Republic Has Been Censored.
(C) Plato's Republic: A Totalitarian Tract.
(D) The Heroes of Plato's Republic.
(E) Plato: The Moralist.

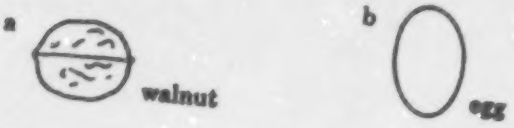
Both questions require only that you understand the main point, which the author makes in the first two sentences: the rest of the passage gives supporting detail. Note that the main point of a passage is not always stated at the beginning. In question 1, the statement in choice (A) mentions one of the supporting points, not the main idea. Choice (B) gives some of the content of the passage, but the main thrust of the passage is much more negative than the statement in choice (B). Choice (C) is inaccurate because the author doesn't admit that the book has any positive aspects. Choice (D) is not supported. Only choice (E) adequately describes the main idea. For the second question, follow the kind of analysis made in question 1. You'll see that only option (C) accurately reflects the main idea of the passage. Be sure to answer the question that is asked.!!!!

C. TEST OF STANDARD WRITTEN ENGLISH

Since you are graded according to the number of correct answers, it is obviously to your advantage to cover as <u>many</u>

questions as possible in the time allowed.

EXAMPLE: Take your pick! If your object is to break as many as possible in a fixed period of time, will you choose "a" or "b"?



Students usually answer more questions if they concentrate on doing the easy ones first.

If you can't make up your mind about an answer, put a reminder mark of some kind in the margin and go on to the next question.

When you have finished all the questions that seem easy, go back and try the harder ones again.

Your grade in an objective test is usually based on the total number of answers you have correct.

EXAMPLE:

Directions: The following sentences contain problems in grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.
No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Assume that all other elements of the sentence are correct and cannot be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct, and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space (E)

EXAMPLE: SAMPLE ANSWER

He spoke bluntly (A) and angrily (B) to we (C) spectators. (D) No error (E)

1. Most people listen to the weather forecast everyday, but (A) they know hardly nothing (B) about (C) the forces that influence (D) the weather. No error (E)

2. Him (A) and the other (B) delegates immediately (C) accepted the resolution drafted by (D) the neutral states. No error. (E)

3. The foundations of (A) psychoanalysis were established by Sigmund Freud, who begun (B) to develop (C) his theories in (D) the 1880's. No error (E)

4. Charter flights, although (A) much less (B) expensive than scheduled travel, is well known (C) for late takeoffs and other (D) inconveniences. No error (E)

5. Many women reenter the job market when (A) their (B) youngest (C) children started (D) kindergarten. No error (E)

6. After facing (A) so many groups of angry people, Martin Luther King, Jr. became accustomed to (B) confrontations than were (C) unpredictable and even (D) potentially explosive. No error (E)

ANSWER SHEET - CIRCLE THE CORRECT ANSWER.

1. A B C D E
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E
6. A B C D E

ETS. Taking the SAT.

Guessing Strategies:

1. Unless there is a sizeable penalty for wrong answers, guess on those questions where your knowledge fails you.

2. In order to make the best guess, look for:

   a. General over specific: If one choice is more general than other choices, it is likely to be the correct answer.

   b. Long over Short: When the answers are phrases or sentences, or explanation, the longer ones tends to be correct.

   c. Opposite Meaning: If there are two alternatives which seem to be opposites, one of them is probably correct.

   d. Similar Meaning: If two alternatives overlap or means essentially the same thing, both are probably incorrect if there is only one correct answer.

   e. Restrictive words in the alternative: "Sometimes, may, generally, perhaps, often, seldom, usually" tend to appear in correct answers; while, "always, never, only, must, all, none" tend to appear in incorrect answers .

   f. Repeating words in the alternatives: Phrases repeated in more than one alternative tend to signal that one of those alternatives is correct.

   g. Middle value: If choices are all numerical, the correct answer is likely to be a middle value rather than either extreme.

   h. Grammatical agreement: The correct alternative will agree grammatically with the stem.

3. Place a mark beside those questions on which you've guessed, so that you can return to them later if time permits.

4. Don't change your answer unless
   - you were unsure of it in the first place and
   - you remembered something else about the topic during the exam.
   - first impressions are usually correct.

CAN YOU FOLLOW DIRECTIONS?

1. Put your name in the right hand corner of the paper.
2. Read everything before doing anything.
3. Circle the word "name" in sentence one.
4. Draw five small squares in the upper left hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name in the left margin of this paper.
8. After the title write, "Yes, Yes, Yes!"
9. Put a circle around sentence number seven.
10. Put an "X" in the lower left hand corner of the paper.
11. Draw a triangle around the "X" you just put down.
12. On the back of this paper, multiply 603 by 66.
13. Draw a triangle around the answer in number 12.
14. Loudly call out your name when you reach this point in the test.
15. If you think you have followed the directions carefully to this point call out, "I have!"
16. On the reverse side of this paper add 8950 and 9805.
17. Put a circle around your answer and put a square around this circle.
18. Count out in your normal speaking voice, from ten to one backwards.
19. Punch three small holes in the top of this paper with your pencil.

20. If you are the first person to get to this point, call out loudly, "I am the first person to get to this point and I am the leader in following directions."

21. Underline all even numbers on this page.

22. Put a square around every number that is written out on this page.

23 Say out loud, "I am nearly finished; I have followed directions."

24. Now that you have finished reading carefully, do only sentences one and two.

HOW WELL DO YOU FOLLOW DIRECTION?

EXAMPLE:

PRETEND YOU ARE A STUDENT TAKING AN OBJECTIVE TEST AND YOU COME TO THESE DIRECTIONS.

I. Match the following military leaders and wars. In the blank at the left of each man's name, write the letter that indicates the name of the war in which he fought.

1. Where will you write your answer? _____

2. What words will you underline? _____

3. Some of the names of the wars are too long to fit in the blank at the left. What will you do? _____

II. Suppose you are taking a science test and come to these directions.

In each of the five pairs of words, underline the one that names a chemical element. Enter its symbol in the column to the right of each pair.

1. How many words will you circle in each pair?

2. What words will you underline? _____.

3. What will you enter in the column to the right?

_____

III. Suppose you were given these directions.

Find in Column B a synonym or antonym for each word in Column A. Write the Column B word on the first line to the left. Write "A" or "S" on the second line. Use each word in Column B once only.

1. What are you told to write on the first line?

_____

2. How many times is each Column B word to be used?

_____

3. Which are you asked to find for each word, a synonym or an antonym?

_____

D. When taking an objective test, first decide, read, find out what the directions tell you to do.

E. Once you have decided what the directions tell you to do, READ EVERY POSSIBILITY before making your choice.

F. Test makers usually aren't trying to fool you; they're not exactly trying to make life easy for you, either. A good objective test makes each possible answer (choice) seem correct.

Bruce Shertzer. Career Planning: Freedom to choose. Boston, Mass.: Houghton Mifflin Company, 1981.

Test Taking Techniques

1. Be prepared and then save time for review.

2. Arrive early for the exam so that you can maintain your composure.

3. Read the directions carefully, making certain you understand them.

4. Note the total number of questions in the test and estimate the amount of time allowed for each question.

5. Answer each question using the two-step approach.

   First, identify what is really being asked by:

   - reading the stem
   - underlining key words (pay particular attention to restrictive words such as not, except, never, always, etc.)
   - translating the stem into your own words (Caution! Do not distort the meaning!)

   Second, make a decision on the answer by:

   - comparing each alternative with what you remember about the topic
   - marking each alternative true (t), false (f) or don't know (?)
   - choosing the one best answer and reading it with the stem.

6. Ambiguous questions-statements which can be taken two ways-should be brought to the attention of the instructor.

By knowing the following, you will be able to release some or all of your test anxiety.

1. Is the test is subjective or objective?

2. How long it will be?

3. What material will be covered on the exam?

4. Does the professor tolerate (buncombe) or does he insist on short factual answers?

5. How much does the exam count toward the final grade? How much time should be spend in preparation for it?

6. Have you spread out study time so you won't have to cram all night before the exam?

7. Are you confident? You made up a sample guess exam yourself two weeks before the test and went through a dry run with flying colors. You will find at least half of the dry-run questions on the exam.

Taking Objective Tests

This kind of test consists of multiple choice, fill-in, true - false, matching, classification, and similar questions requiring only a mark of the pencil or a single-word response.

Objective tests usually ask you to answer by underlining, circling, choosing a letter, or completing a statement. Somewhere in every objective test question you will find a key word (sentence) that tells you what to do.

Objective tests are objectivly corrected. This means that there is no possibility of your answer being misread or misinterpreted. No bias on unfavorable attitude on the part of the scorer can affect or influence your grade. Many students regard this as an advantage; everyone has the same opportunity to pass or fail.[1]

[1] Edward Spargo. Freshman Reading and Study Skills. Boston, Mass: Mifflin Company, 1981.

Techniques To Use In Taking Objective Tests

1. Read the directions carefully.

2. Make a 30-second survey of the exam to see how many questions there are and what point value is assigned to each. Budget your time; giving the most time to questions that have the highest value. Plan to take all the time assigned for the test.

3. Read each question carefully.

4. Notice such words as not, always, and never. These important words may be missed if you read the question carelessly.

5. Go through and answer all questions that you are sure about, then go back to the harder questions. Don't spend too much time on a few difficult questions for they usually count no more than the others.

6. If there is time, carefully review your answers and correct any mistakes.

7. Guess, if there is no heavy penalty on true/false questions.

8. Don't leave completion items blank. An answer you think is wrong may receive some points.

9. On matching items, answer the easy ones first, as this reduces the choice for hard ones.

10. Answer easy question first, then answer questions of moderate difficulty, then answer difficult questions last.

11. Answer all questions.

12. Do not change answer, your first choice is usually correct; unless you discover an obvious error.

13. Ambiguous questions - statements which can be taken two ways - should be brought to the attention of the instructor.

14. On true/false tests, words such as sometimes, may, generally, perhaps, often, seldon, usually, appear in correct answers Words such as always, never, only,must, all, none, usually appear in incorrect answers.

A. MULTIPLE CHOICE:

Multiple-choice questions usually ask you to select one answer from 3 or 4 possible answers. You are asked to underline, circle, mark an X or a check (✓)

Directions: Mark an X beside the correct answer in each of the following questions:

1. Which of the following persons is the President of Bowie State College?

____ A. Dr. James Lyons
____ B. Dr. Kathleen Walton
____ C. Mr. Johnny Ponds
____ D. None of the above

2. Which of the following persons is the Director of the Special Services Project?

____ A. Ms. Narita Hutt
____ B. Mrs. Wanda E. Gill
____ C. Mrs. Courney Funn
____ D. Mr. John Cade

3. The book Future Shock is about

____ A. how to avoid being electrocuted
____ B. how people are given electric shock treatment
____ C. how people are transported into a future timezone
____ D. how people react to change

4. Classes for the Fall Semester 1984 started on

____ the 19th of August
____ the 23rd of August
____ C. the 24th of August
____ D. the 27th of August

B. MATCHING:

Matching test questions usually asks you to match the letters in one column with the numbers in another column.

- Read Column B
- Read Column A
- Then Match the ones that you know are correct
- Now you can use the process of elimination. Go back and reread the ones that are left over.

Directions: Match the letter in Column B with the number in Column A.

Column A	Column B
____1. Fall Semester 1984 Classes started	A. August 27
____2. Director of the Special Services Project	B. Dr. James Lyons
____3. Learning Skills Specialist	C. Mrs. Wanda E. Gill
____4. President of Bowie	D. Mr. John Cade

C. COMPLETION (FILL IN THE BLANKS)

These testquestions are a bit difficult. You have to know your subject matter.

For example:

1. _____discovered America in 1492.
2. _____ is the name of your English 100 book.

Directions: Answer the following questions by writing the correct answer in each blank space.

1. The name of your textbook is _____.

2. The author of your textbook is _____.

3. There are _____ students enrolled in your English 100 class.

4. _____ is the President of the United States.

5. The U.S. Capitol is located in _____.

D. CLASSIFICATION:

These test questions ask you to arrange items according to some systematic division into classes or groups.

For example: Classify the following under the proper heading.

	MEATS	FRUIT
Pear		
Pork		
Orange		
Bacon		
Steak		
Apple		

The following game will give you a clearer understanding of how terms and concepts are used in classifying items.

THE ED SYKE GAME

FRAME: The Ed Syke Game was developed by Margaret M. Clifford at the University of Iowa in 1981. The game requires knowledge of terms and concepts. More importantly, it requires an understanding of relationships among terms and concepts. This game requires the player to organize knowledge in meaningful ways. There are seven patterns of

word relationships included in FRAME and each pattern is symbolized with an arrangement of boxes and signs. Here are examples and descriptions of each of the seven patterns:

SEQUENCE PATTERN:	Two or more words that are related to each other by their order. The first in occurrence is matched with the top box.
EQUALS PATTERN:	Two words that can be used interchangeably.
OPPOSITES PATTERN:	Two words that have opposite meanings.
SIMILARITIES PATTERN:	Two words that are closely related but not interchangeable.
SUPER-SUBORDINATES PATTERN:	A set of terms containing two or more super and subordinate word groups.
ASSOCIATES PATTERN:	A key term with several terms related to it.
ANALOGY PATTERN:	A set of four words arranged in two pairs with each pair having a similar relationship.

TO THE STUDENT

Each game consists of a list of terms and several patterns that include as many numbered boxes as there are terms in the list. The object of the game is to match each term with a numbered box, such that every box is used

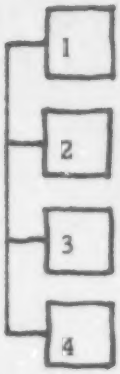
only once and all patterns are meaningfully completed. The game is completed when the player has placed a number of a box beside each term in the list and has checked to see that no number is used more or less often than it occurs in the boxes. The player must find the best solution to each game.

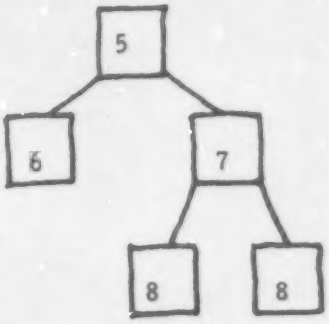
Here are some tips for playing FRAME: The Ed Syke Game.

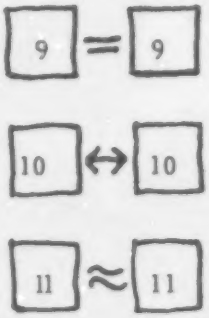
1. Read all terms in the list.
2. Group words that are related.
3. Begin with the largest patterns and find terms with which to complete these before solving the smaller patterns.
4. Use pencil so that you can erase if necessary.
5. Check that every number in every box has been matched with a term.

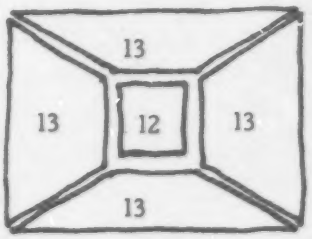
Here is a sample game. Can you find the Correct number to place before each term?

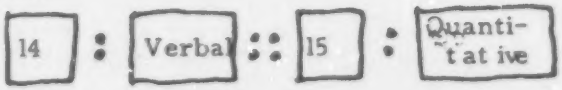
____ Baskerball
____ "Big ten" schools
____ Exams
____ Fail
____ Football
____ Freshman
____ Geometry
____ Homecoming
____ Illinois
____ Iowa
____ Junior
____ Minnesota
____ Parade
____ Pass
____ Punter
____ Quarterback
____ Rhetoric
____ Senior
____ Sophomore
____ Sports
____ Tests
____ Wisconsin











1981 by Houghton Mifflin Company.

E. TRUE - FALSE

These questions or tests are known as trick questions.

Suppose you are told to put a "T" in the box in front of the following statement if you think it is true; "F" if false.

_____ Men have frequently died trying to cross the Sahara Desert, because the desert is so hot and humid.

Yes, indeed, men have frequently <u>died</u> trying to cross the Sahara Desert.

No one denies deserts can be unbearably hot.

Underline the words that tip you off that these statements are probably false although at first glance they seem true.

Directions: Write true or false in the space provided to the left of each of the following statements:

_____ 1. People learn only when they are in school.

_____ 2. Studying many hours always produces high grades.

_____ 3. Short people never weigh as much as tall people.

_____ 4. Columbus discovered America in 1492?

_____ 5. Multiple-choice, matching, completion, classification, true-false and essay are all objective tests.

Taking Essay Tests

Essay questions test your ability to understand, organize, and recall information. Thus, giving you the opportunity to answer questions in your own words. However, answers to essay questions may be partly correct, almost correct, correct, or all wrong. Frequently, on an essay test, some questions count much more than others. With some questions counting more than others, you will want to plan how much time to allow for each question before you start answering any of them. Because they involve composition and punctuation, spelling and writing, students dislike taking essay type exams. You should not feel this way because you can exercise much greater control over your grade on this type of exam than on any other. Once you learn the correct techniques to use, you may learn to prefer the essay test.

There are three (3) advantages that you. the student, have in taking essay tests.

1. Examination time permits only several questions to be answered (normally five to seven) from ten or more choices given.

2. You can prepare some of your answers in advance.

3. You can influence the grade you receive on the essay exam. Through pleasing handwriting, sound organization, and concise presentation of information, you can create a favorable attitude in the midst of the scorer.

Techniques To Use In Taking Essay Tests

1. Read the instructions and each question carefully. Make sure that you answer the question asked, not a slightly different one that you made up yourself.

2. Pay attention to key words such as analyze, compare, contrast, define, evaluate, explain, illustrate, and outline.

3. Be sure your response to the question is numbered correctly.

4. Before answering, take time to organize your thoughts.

5. Keep your answer to the point, including specific facts and examples to support your general ideas. Avoid digressions.

6. If time permits, reread your answer so that you can add important points that you forgot. Correct any mistakes.

7. Read all the essay items, jotting down beside each question the points that occur to you.

8. Organize your answer before writing.

   A. One paragraph answers - determined by number of points.

   B. Longer essay.

      1. Jot down major ideas to be covered.
      2. Order major ideas (numbered 1, 2, 3, etc.).
      3. To support each major idea, number themes under them, as in an outline.
      4. If you notice gaps between major ideas, insert a brief notation in the outline.
      5. Begin writing, once the organizational outline is complete.

9. Write something for every essay question you are asked to answer, even if you do not know your subject matter.

10. Answer in outline form if time does not permit a complete essay answer.

11. Thoroughly consider each of the following.

    1. Take a good look at the entire examination and then pace yourself to answer each section. Allocate your time evenly. Don't make the mistake of leaving too little time to answer the last questions. Some students wisely assign time quotas to each question and note them in the margin before they proceed with the examination.

    2. Scan each question once and then read it more carefully a second time, underlining key words. Be sure you understand the full meaning of the question before you proceed.

    3. In answering broad, subjective questions, sketch a quick outline before you write out the full answer. This will help you organize your thoughts and save time in the long run. Remember it's not always how much you say but what you say and how you say it that counts. You'll improve your score if you spend more time thinking and less time answering.

    4. You are graded by what you have written, not by what is in your mind. Your teacher or instructor cannot give you credit for what you have learned if he cannot read what you have said. Use a boldstroke pen and write legibly. Watch your spelling and sentence structure. Use examples and diagrams to communicate.[2]

[1] Bruce Shertzer. Freedom to Choose. Boston, Mass: Houghton Mifflin Company, 1981.

[2] James Millmen and Walter Pauk. How to Take Tests. New York: McGraw-Hill Book Company, 1969.

Develop a Plan

f you have a plan for what you want to write, your answer is more likely to stay to the point, subject, topic.

FOR EXAMPLE:

Make a plan in outline form showing how you would organize your answer to a question like this:

Name 3 reasons why settlers moved west and describe in detail 2 of the routes they followed.

ONE WAY MIGHT BE:

REASONS	ROUTES
1. _____	1. _____
2. _____	2. _____
3. _____	

OUTLINE A PLAN FOR THIS QUESTION: Compare Jamestown and Plymouth colonies as far as their forms of government, geographical locations, attitudes toward religion, and relationships with the Indians were concerned.

THIS IS ONE WAY:

	J.	P.
Govt.		
Geog.	_____	_____
Relig.	_____	_____
Indians	_____	_____
	_____	_____

You are more likely to cover everything the directions of an essay tell you to do if you make a plan or outline. Consider

the following:

1. When taking an essay test, first read the entire test.

2. After you've checked the general requirements, choose the question you are going to start with and decide what the directions tell you to do.

3. Then make a plan of the points about which you intend to write.

Essay Test Example

STATE AT LEAST THREE WAYS IN WHICH A SPECTRUM IS FORMED. NAME THE COLORS AND DESCRIBE THEIR ARRANGEMENT.

STUDENT A WROTE:

The most common spectrum we know about is the rainbow. A rainbow has six colors arranged from purple to red. The red is always on top. When it rains in the daytime, sunlight sometimes passes through the drops of water and when it does we have a spectrum called a rainbow. Rainbows are very beautiful.

Spectrums are also formed when you have a piece of glass that is put in sunlight and the light goes through it.

STUDENT B WROTE:

Student B took time to jot down a few notes on his plan

Ways	Colors-arrange
rain	name 6 - violet to red
prism	
heat	

Then he wrote:

There are three principal ways a spectrum is formed:

1. White sunlight passing through water in the earth's atmosphere (rainbow).
2. Rays of light passing through a prism that is in their path.
3. Light given out by any material that has been heated until it glows.

The arrangement of colors in a spectrum is from violet at one end, shading through blue, green, yellow, orange, to red at the other end.

ANSWER THE FOLLOWING:

1. What information did "A" add that has no bearing on the question? _____
2. Assuming equal knowledge on the part of each student, what two points did "A" forget to include as he wrote?

   _____

   _____
3. Can you think of a plan for answering asked in the essay?

   _____

   _____

   _____

COMMON KEY-WORDS USED IN ESSAY QUESTIONS

Compare — When you are asked to compare, you should examine qualities, or characteristics, in order to discover resemblances. The term compare is usually stated as compare with, and it implies that you are to emphasize similarities, although differences may be mentioned.

Contrast — When you are instructed to contrast, dissimilarities, differences, or unlikeness of associated things, qualities, events or problems should be stressed.

Criticize — In a criticism, you should express your judgement with respect to the correctness or merit of the factors under consideration. You are expected to give the results of your own analysis and to discuss the limitations and good points or contributions of the plan or work in question.

Define — Definitions call for concise, clear, authoritative meanings. In such statements details are not required but boundaries or limitations of the definition should be briefly cited. You must keep in mind the class to which a thing belongs and whatever differentiates the particular object from all other classes.

Describe — In a question which specifies a diagram you should present a drawing, chart, plan, or graphic representation in your answer. Generally, the student is also expected to label the diagram and in some cases to add a brief explanation or description.

Discuss — The term discuss, which appears often in essay questions, directs you to examine, analyze carefully, and present considerations pro and con regarding the problems or items involved. This type of question calls for a complete and detailed answer.

Enumerate — The word enumerate specifies a list or outline form of reply. In such questions you should recount, one by one, in concise form, the points required.

Evaluate — In an evaluation question, you are expected to present a careful appraisal of the problem, stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal of both contributions and limitations.

Explain — In explanatory answers, it is imperative that you clarify, elucidate, and interpret the material you present. In such an answer it is best to state the "how" and "why", reconcile any differences in opinion or experimental results, and, where possible, state causes. The aim is to make plain the conditions which give rise to whatever you are examining.

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Illustrate	A question which asks you to illustrate usually requires you to explain or clarify your answer to the problem by presenting a figure, picture, diagram, or concrete example.
Interpret	An interpretation question is similar to one requiring explanation. You are expected to translate, examplify, solve or comment upon the subject and usually to give your judgement or reaction to the problem.
Justify	When you are instructed to justify your answer you must prove or show grounds for decisions. In such an answer, evidence should be presented in convincing form.
List	Listing is similar to enumeration. You are expected in such questions to present an itemized series or a tabulation. Such answers should always be given in concise form.
Outline	An outlined answer is organized description. You should give main points and essential supplementary materials, omitting minor details, and present the information in a systematic arrangement or classification.
Prove	A question which requires proof is one which demands confirmation or verification. In such discussions, you should establish something with certainty by evaluating and citing experimental evidence or by logical reasoning.
Relate	In a question which asks you to show the relationship or to relate, your answer should emphasize connections and associations in descriptive form.
Review	A review specifies a critical examination. You should analyze and comment briefly in organized sequence upon the major points of the problem.
State	In questions which direct you to specify, give, state, or present you are called upon to express the high points in brief, clear narrative form. Details, and usually illustrations or examples, may be omitted.
Summarize	When you are asked to summarize or present a summarization, you should give in condensed form the main points of facts. All details, illustrations, and elaborations are to be omitted.
Trace	When a question asks you to trace a course of events, you are to give a description of progress, historical sequence, or development from the point or origin. Such narratives may call for probing or for deductions.

Check Sheet

For Test Taker's Countdown

I. When taking an objective Test

1. Decide what the _____.

2. Read all the _____.

3. Answer all the _____ first.

II. When taking the Essay Test

1. Read the _____ first.

2. Decide what the _____.

3. Make a (n) _____.

III. About Guessing

1. All right when _____.

2. Don't _____

IV. Always _____

1. For mechanics

2. For content

CHAPTER 5 - DECISION MAKING

outline

- Goal assessment survey
- Decision making techniques
- Personal qualities checklist
- Summary of educational and occupational plans

Effective decision making is a continuous process, not an isolated event. The chapter will relate personal decisions to career decisions because the two cannot be separated. The information contained in this chapter will help you develop a clearer understanding of your personal qualities, educational plans, and occupational plans, which inturn will assist you in making effective decisions throughout your life:

The chapter will prove to be advantageous to you if:

- you don't know where to start when you are faced with a decision.
- you don't have a clear idea of what your value are or where your interest lie.
- you don't know what goals to aim for
- you don't know how to make your goals happen.
- you know what you want to do but keep putting off doing it.

To live is to choose. We are all faced with decisions-important ones--everyday of our lives, and we cannot avoid

making choices by sharpening up some very basic skills--skills which you have been using all of your life.[1]

Each of the above topics will be discussed in detail, as to insure a clearer understanding of the material covered and the different exercises given.

> "Competent individuals are those who manage well the circumstances which they encounter daily, and who possess a judgment which is accurate in meeting occasions as the need arises and rarely miss the expedient course of action".
>
> Socrates

[1] Bartsch, Karl, Elizabeth B. Yost, Kristen W. Girrell. Effective Personal and Career Decision Making. New York, N.Y: Westinghouse Learning Corporation, 1976.

GOAL ASSESSMENT SURVEY

Following is a list of goal statements. Some of these goals may be important to you, others may not. First, beside each goal statement, circle the number that corresponds to the degree of importance the goal has for you. Second, circle the number which best describes the progress you believe you are making toward your goal. An example is provided below:

Goal statement: To speak up in class

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	3
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

If you consider the goal important, but not very important, you might circle #5 on the Importance line. If you believe you are making very little progress toward the goal, you might circle #2. Your Difference Score would then be 3 (5-2 = 3) which you then record in the Difference Score column.

Spaces are provided for you to include your own goal statements which may not have been included in the list.

After completing the Goal Assessment Survey, select the goals on which you obtain the highest difference scores.

Summarize the top five statements on the Summary Page and select the *one* which you would like to begin to work on first.

A. Goals related to education and training

1. To decide what i want to major in

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

[1]The format for this Appendix was adapted from materials developed at Colorado State University, University Counseling Center.

2. To know when I must decide upon a major

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

3. To know whether I have the abilities to follow the major and career I really want

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

4. To know how important it is to me to get a degree

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

5. To decide what I want out of a college education

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

6. To know what I might gain or lose by changing majors, colleges, or schools

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

7. To decide what kind of work I would like to do when I leave school

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

8. To know what sort of work I can do best

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

9. To know how employable I will be upon leaving school with my present major

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

10. To know what type of job would be most satisfying to me

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

11. To decide if I should go to graduate school and/or to what sort of school I should apply

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

B. Goals related to desired social and personal life style and values

12. To identify what my family/parents want me to do

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

13. To develop a better relationship with my boyfriend/girlfriend

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

14. To satisfy my family with my choice of major and future career

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

15. To identify my personal values and preferred life style

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

16. To relate personal values to choice of major/career

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	___ ___
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

17. To improve relationship with parents, boyfriend (other)

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

18. To identify what I do best related to my own future employability

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

19. To integrate my desired life style with a career

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

20. To identify necessary characteristics in a husband/wife which will allow me to pursue my career

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

21. To relate my education to marriage and career expectations

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

22. To identify and clarify my own attitudes and values with respect to the changing role of women.

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

23. To lose weight

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

24. To develop a more purposeful life

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

C. Goals related to decision making, academic coping strategies, and self-management skills

25. To increase my ability to take risks

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

26. To learn how to manage my time more effectively

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

27. To identify and decrease self-defeating statements I make to myself

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

28. To increase and strengthen constructive ways of viewing myself

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

29. To be more confident

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

30. To be more assertive

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

31. To be less afraid of people

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

32. To identify and improve my usual decision making approach

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

33. To know how to handle myself with certain key people, e.g., interviewers

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

34. To improve my study skills

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

35. To learn to express my opinions in classroom discussions

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

36. To learn to relax

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

D. Others

1. _____

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

2. _____

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

3. _____

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

4. _____

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

5. _____

	Not Important			Important			Very Important	Difference Score
Importance	1	2	3	4	5	6	7	_____
Progress	1 None	2 Some	3	4 Definite	5	6 Close to Goal	7 Reach Goal	

Karl Bartsch, E.B. Yost, and K. W. Girrell. Effective Personal and Career Decision Making. New York, N.Y: Westerning House Learning Corporation, 1976.

Summary Page

Summarize the five statements on which you obtain the highest difference scores.

_____

_____

_____

_____

_____

Select the *one* goal which you would like to begin work on first.

Decision Making Techniques

Definitions

A decision is a choice that determines what action, if any, shall be taken, or what policy shall be adopted to deal with a problem situation.

A conclusion is a choice between alleged or predicted facts relating to past, present, or future situations.

A judgment relates to action or facts. It is the result of comparing values involved in problem situations - such as the values of suggested purposes, available alternatives, or probable consequences.

Types of decision

1. Impulsive

   These are determined by emotional reactions to situations, without reflection.

2. Routine decisions

   Routine decisions deal with familiar situations in accordance with habits, customs, or rules,

3. Casuistic decisions

   These are determined by accepted ethnical, moral or religious principles.

4. Thoughtful decisions

   Thoughtful decisions are made after giving thought to pertinent factors such as the problem situation, the alternative courses of action available, and the probable consequences of each.

   The main factors involved in thoughtful decision-making are:

1. Problem situation with which the decision will deal: a

situation which is unsatisfactory in some respect and is a problem because the proper action to take, if any, is not obvious.

2. Purpose to be achieved if practicable; the end to be aimed at.

3. Available alternative decisions; alternative deals for dealing with the situation so as to achieve the desired purpose. Since each decision is a choice between possible alternative decisions, at least two such alternatives should be known, but one may be to take no action.

4. Probable consequences of each alternative. Since each will have, if chosen, its natural consequences, a choice between alternatives is, in effect, a choice between their consequences.

5. Values to the decision-maker of the probable consequences of the alternatives. A comparison of such values is necessay to determine which alternative is likely to have the most desirable consequences to him, or, if the decision-maker is faced with a choice of evils, the least undesirable consequences.

Fulcher, Gordon. Common Sense Decision-Making. Northwestern University Press, 1965.

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Steps In Making Thoughtful Decisions

I. Determine the available alternatives

A. Investigate the problem situation to determine the unsatisfactory features, the causes of these, and other pertinent facts.

B. Select the purpose to be achieved, the goal to have in mind, the end to be aimed at.

C. Determine the courses of action or policies available to achieve the purpose selected, the means available to achieve the goal.

II. Steps in making the best choice between the alternatives

A. Predict the probable consequences of each of the alternatives or the probable differences in the consequences of the alternatives, so that the decision maker knows what difference it is likely to make if he chooses one rather than the other.

B. Evaluation of the predictions by the decision-maker so as to determine which alternative, if chosen, is likely to have the most desirable or the least desirable results for him, and thus achieve the purpose most satisfactorily.

III. Checking the tentative decision

Check the evidence, assumptions and reasoning on which the decision is based so as to make sure the decision is the best one available.

Each step may involve minor conclusions, judgments and decisions.

The numerical sequence of the step indicates the order in which they are normally completed.

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Decision Making Exercise No. 1

Read the following passage carefully. Then state the goal, alternatives, and decision.

Mike is working a full time job and a part-time job to put his daughter through a four year college. This is her last year. Mike had a heart attack last night. He can no longer work. The money for his daughter's education is due next week. What should he do?

GOAL	ALTERNATIVES	DECISION

Please briefly explain your decision.

Decision Making Exercise No. 2

_____ 1. Buying a new car.

_____ 2. Studying math.

_____ 3. Paying income tax.

_____ 4. Paying tutition for school.

_____ 5. Going to a dance.

_____ 6. Talking to a friend in the yard.

In what order would you do the above items? You have three hours to complete the items. How much time would you spend on each item?

_____ 1. Getting up in the morning.

_____ 2. Cashing a check.

_____ 3. Getting your car from the mechanic.

_____ 4. Cooking breakfast.

_____ 5. Making a telephone call.

_____ 6. Attending an English/Spanish Seminar.

In what order would you do the above items? You have four hours to complete the items, how much time would you spend on each item?

Personal Qualities Checklist

Step 1

Rate yourself according to the following scale by circling the number which best describes you.

1	2	3	4	5
Very rarely true of myself	Rarely true of myself	Sometimes true of myself	Usually true of myself	Almost always true of myself

1. *APPEARANCE.* I am careful about my appearance. I always make an effort to appear clean, tidy, well-groomed and appropriately dressed.

   1 2 3 4 5

2. *CONGENIAL'TY.* Even though I may not feel well, may be unsure of myself, or may not like the way I am being treated, I am cheerful, even-tempered and friendly to co-workers.

   1 2 3 4 5

3. *EFFICIENCY.* I am able to get things done with a minimum of time and effort.

   1 2 3 4 5

4. *FLEXIBILITY.* Whenever things do not proceed as planned, I quickly adjust to the unexpected change, take it in stride, and carry on.

   1 2 3 4 5

5. *HELPFULNESS.* When assistance is needed, I am one of the first to volunteer. I would cheerfully help a co-worker out in a pinch—even if I knew I would not receive credit for my work.

   1 2 3 4 5

6. *PATIENCE.* I am able to meet obstacles, delays and failures with calmness and without discontent or complaint.

   1 2 3 4 5

7. *PERSISTANCE.* Whenever a job takes longer than anyone expected or is harder than anticipated, I see it through to the end, even though that might mean working through the dinner hour and on into the night.

   1 2 3 4 5

8. *PUNCTUALITY.* Whenever I say I will be someplace at a particular time, I am there either on time or early.

   1 2 3 4 5

9. *RECEPTIVITY TO CRITICISM.* Whenever I receive feedback about myself or my work, whether it is positive or negative, I listen carefully, compare it to my own evaluation, and then respond as constructively as possible.

1 2 3 4 5

10. *RELIABILITY.* I can be counted on to do what I say I will. Others consider me trustworthy, dependable and consistent.

1 2 3 4 5

11. *RESOURCEFULNESS.* I am skillful in finding new ways to solve difficult problems. When necessary supplies, equipment or manpower are not available, I can make do.

1 2 3 4 5

12. *RESPONSIBILITY.* Whenever I am given a job to do, I find out what is expected, I think about how I would want the job done if I were completely in charge, and I ask for assistance if I need it. I proceed on my own as much as possible.

1 2 3 4 5

13. *SELF-CONTROL.* When things go wrong, I remain composed. I keep my cool and don't fly off the handle.

1 2 3 4 5

14. *SENSITIVITY.* I am skillful in perceiving and responding to changes in the moods of people with whom I work closely.

1 2 3 4 5

15. *TACTFULNESS.* In dealing with others, I am able to discover what is appropriate to do or say under most circumstances. I can meet embarrassing or upsetting situations without giving offense.

1 2 3 4 5

Karl Bartsch, E.B. Yost, and K.W. Girrell. Effective Personal and Career Decision Making. New York, N.Y. Westerning House Learning Corporation, 1976.

SUMMARY OF EDUCATIONAL AND OCCUPATIONAL PLANS

The purpose of this Appendix is to help you organize your educational and career plans. Educational/career planning requires accurate and up-to-date information—information about both yourself and educational/career opportunity. You already have much of this information. The following pages are arranged in such a way as to help you summarize this information so that you will know what is lacking.

The educational/career summary sheets consist of two sections: occupational plans and college major plans. Some students find it most useful to begin with their post-college occupational plans and work backwards to a college major to prepare them for those occupations. Other students find it most useful to begin by exploring college majors and then move to occupations. You may begin at either place in this summary sheet.

SUMMARY OF OCCUPATIONAL PLANS

Date _____

A. Name three occupations you presently think or daydream about or that you have considered entering when you finish all of your education or training.

Occupation 1 _____

Occupation 2 _____

Occupation 3 _____

B. Aside from the money, a) what satisfaction would you gain from working at each occupation and b) what activities do you like or dislike in each occupation?

	a) satisfactions	b) activities like & dislike
Occupation 1	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Occupation 2	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Occupation 3	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

C. Each occupation has entry requirements. What are the entry requirements for each of the above three occupations? _____

_____

_____

Occupation 1

a) Who would hire or pay people in this occupation? _____

_____

_____

b) What educational degree is required by employers? _____

_____

_____

c) What entry skills are 1) *necessary* for employment? 2) not formally required but would enhance employability? _____

_____

_____

d) What personal qualities should you possess 1) to obtain employment? 2) to do well in the occupation? _____

_____

_____

e) What other types of credentials do you need to obtain employment? (Example: Union Card)

_____

_____

f) What people would be helpful to you in entering this occupation? _____

_____

_____

g) What types of recommendations do you need? _____

_____

_____

Occupation 2

a) Who would hire or pay people in this occupation? _____

_____

_____

b) What educational degree is required by employers? _____

c) What entry skills are 1) *necessary* for employment? 2) not formally required but would enhance employability? _____

d) What personal qualities should you possess 1) to obtain employment? 2) to do well in the occupation? _____

e) What other types of credentials do you need to obtain employment? _____

f) What people would be helpful to you to get into this occupation? _____

g) What types of recommendations do you need? _____

Occupation 3

a) Who would hire or pay people in this occupation? _____

b) What educational degree is required by employers? _____

c) What entry skills are 1) *necessary* for employment? 2) not normally required but could enhance employability? _____

_____

_____

d) What personal qualities should you possess 1) to obtain employment? 2) to do well in the occupation? _____

_____

_____

e) What other types of credentials do you need to obtain employment? _____

_____

_____

f) What people would be helpful for you to get into this occupation? _____

_____

_____

g) What types of recommendations do you need? _____

_____

_____

D. Some occupations relate directly to college majors (Example: accounting majors usually become accountants); other do not. Identify the college majors which relate to each occupation and put an asterisk (*) next to the major that relates most to that occupation.

1. College majors related to Occupation 1.
2. College majors related to Occupation 2.
3. College majors related to Occupation 3.

SUMMARY OF COLLEGE EDUCATIONAL PLANS

Date: _____

A. Name three college majors you are presently considering:

College major 1

College major 2

College major 3

Complete the following questionnaire on the three majors you are considering. Where you do not know the answers, place a question mark. Following each of the four sections, summarize your reactions to the information you have *or* list other questions to which you want answers.

QUESTIONNAIRE

B. Academic Requirements	Major 1	Major 2	Major 3
1. What high school background, in respect to prerequisites and grade-point averages, is needed to enroll in this major?			
2. How late can a student enrolled in another major change to this major and graduate in 4 years?			
3. What degree is earned by graduates of this major?			
4. What is the total number of required credits?			
5. How many credits are required and how many are free electives?			
6. Is a foreign language required?			

Academic Requirements	Major 1	Major 2	Major 3
7. What options are available to students in this major?			
8. Are there areas of specialization or emphasis?			
9. Is practicum experience required or recommended?			
10. Is this course of study offered at this University?			
11. Is this major open now?			
12. What grade-point average or other requirement do I need to meet to get into the major?			

C. Students

How would you describe successful students in this major? Note what specific types of skills, abilities, attitudes, personalities or orientations or interest preferences they are likely to meet: (i.e., high math abilities, agressiveness, mechanical aptitude, interest in solving problems, etc.)

	Description of Students	How similar do you see yourself to the students in this major?
Major 1		
Major 2		
Major 3		

D. Career Opportunities

1. What careers do students typically follow upon graduation? Name three if possible.

   Major #1

   Major #2

   Major #3

2. Are persons required to be certified or licensed to work in the field for which this major trains them?

   Major #1

   Major #2

   Major #3

3. Is graduate work necessary for a career in this field?

   Major #1

   Major #2

   Major #3

4. What is the typical starting salary which graduates of this major are presently being offered?

   Major #1

   Major #2

   Major #3

5. What percentage of students are finding jobs related to their field of study?

   Major #1

   Major #2

   Major #3

6. Are current opportunities in the field increasing or decreasing?

   Major #1

   Major #2

   Major #3

Summarize your reactions to the information about each major.

Major 1

Major 2

Major 3

Sources of Additional Information

1. What courses can you take to give yourself information about the suitability of this major for yourself?

2. What other try-out experiences would help you to determine whether or not to major in this field? Note suggestions of part-time employment, extracurricular activities, etc.?

3. Does the department have literature on the major and related occupations? Is this literature available to students?

Major 1

Major 2

Major 3

Karl Bartsch, E. B. Yost, and K. W. Girrell. Effective Personal and Career Decision Making. New York, N.Y: Westerning House Learning Corporation, 1976.

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